

SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Vocal/General Music
Grade 4

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

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EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
    1. Grade K Art
    2. Grade 1 Music
    3. Grade 2 Music
    4. Grade 4 Art
    5. Grade 4 Instrumental Music
    6. Grade 4 Vocal/General Music
    7. Gifted & Talented through Art K-5
b. Middle School Level
    1. Concert Choir Gr. 6-8
    2. Concert Band Gr. 6-8
    3. Grade 7 Art (Ceramics)
    4. Grade 7-Art Lab Maker Space
    5. Grade 6 Accelerated Math
    6. Math Lab Grades 6, 7, & 8
c. High School
    1. Advanced Ceramics and 3D Forms
    2. Advanced TV Production
    3. Animation *(New)*
    4. AP Environmental Science
    5. Bake Shop I
    6. Bake Shop II
    7. Business Law
    8. Business Management
    9. Dance I
    10. Dance II
    11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Form
Unit Summary: Students will identify patterns in music such as Binary, Ternary, and Rondo Form. Students will identify and label form in popular music such as the Introduction, Verse, Chorus.					
Primary Interdisciplinary Connections: Language Arts, Math					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will aid students in identifying patterns in music, which will help them to have a greater understanding of how music is organized.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.2, SEL.PK-12.4, RL.CI.4.2, 4.OA
Content Statement:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 8: Applying criteria to evaluate products. SEL.PK-12.2: Self-management SEL.PK-12.4: Responsible Decision-Making Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: Culture and geography can shape an individual's experiences and perspectives. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Reading Domain Generate and analyze patterns.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
RL.CI.4.2	Summarize a literary text and interpret the author's theme, citing key details from the text.
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How do I identify musical form when listening to a piece of music?
- How is music organized?
- How does the structure of a musical piece create its order and clarity?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musical form can be identified by looking at and listening for patterns in music.
- Music is organized into different sections based on its salient features and repeating patterns.
- Structure in music and the arts creates order and clarity.



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Unit Learning Targets:
Students will understand the basic elements of music and structure that fosters a deeper understanding of the written score.

Evidence of Learning	
Summative Assessment:	1 day
Equipment Needed:	laptop, MP3 files, Powerpoint, *Making Music* text, form composition graphic organizer
Teacher Resources:	*Making Music* Grade Four Text, Powerpoint presentation, *Engaging Musical Practices* by Dr. Suzanne Burton

Formative Assessments:

- Instrumental performance
- Form Composition Project
- Dance performance
- Listening Journal
- Written assessment

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Binary and Ternary Form	2 days
Lesson 2 Rondo Form	1 days
Lesson 3 Form in Popular Music (Introduction, Verse, Chorus)	2 days

Teacher Notes: Musical form is a concept students build upon from 3rd-5th grade, so that they'll be able to build connections from the music they learn about in class versus their own musical preferences.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.teacherspayteachers.com/Product/Music-Form-FORM-in-MUSIC-Binary-Ternary-and-Rondo-179676

https://www.teacherspayteachers.com/Product/Identify-Form-in-Pop-Music-Part-FIVE-3763537

https://www.teacherspayteachers.com/Product/Build-a-Burger-Composition-Guidance-Set-1186789



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Binary and Ternary Form	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math

Integration of Technology: Laptop, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Making Music Grade

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify patterns in music. • Compare and contrast types of musical form. • Identify musical form while listening to a piece of music. • Listen and respond to movement through form.	Lesson Sequence 1. What are patterns in music? How do we find them? 2. Describe Binary Form and listen to an example 3. Binary Form Game: students will be split into small groups and will pass small instruments (egg shakers) during the A section. When the music switches to the B section, they will keep a steady beat with their instrument. 4. Game will be varied by students playing a rhythmic ostinato during the section changes. 5. A similar process will be used to introduce ternary form. 6. Students will then complete an activity	• Listening Activity • Musical performance • Form Identification

	where they listen to a piece of music and have to figure out the form. 7. Students will then choose either Binary or Ternary form and create a rhythm composition.	
Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level		
Resources Provided: • Making Music Grade 4 • Classroom Instruments		



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Rondo Form	Time Frame:	1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Language Arts

Integration of Technology: Laptop, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Making Music Grade 4

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify patterns in music. • Compare and contrast types of musical form. • Identify musical form while listening to a piece of music. • Listen and respond to movement through form.	Lesson Sequence 1. Review Binary Form and Ternary Form. 2. What is Rondo Form? What makes it different? 3. Listening activity with a graphic organizer. 4. Identify the different sections of music through movement.	• Graphic organizer • Performance assessment

Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level

Resources Provided:

- Making Music Grade 4
- Classroom Instruments



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Form of Popular Music (Introduction, Verse, Chorus)	Time Frame:	1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math

Integration of Technology: Laptop, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Identify Form in Popular Music Powerpoint, Elements of Popular Music Cards (cards labeled with each element, ex. verse, chorus, etc.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about the parts of a pop song including introduction, verse, and chorus. • Identify parts of a pop song and their salient features through listening examples. • Correctly identify and label the parts of a pop song in order through listening examples.	Lesson Sequence 1. Function and identification of introduction, verse, and chorus. 2. Listening examples and identification. 3. Form of a pop song ordering activity.	• Form of Popular Music Graphic Organizer • Listening Example Identification Activity • Form of Popular Music: Ordering and Identification Activity

Differentiation: Tiered Activities such as, the use of printed music, rote learning, graphic organizer, and technology. Flexible grouping based on skill level, and a variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity, and movement)

Resources Provided:

- Laptop
- Making Music Grade 4



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Form

Created: Gabriella Camiolo **Board Approved on:**



Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Ostinati/ Accompaniment
Unit Summary: Students will learn a variety of vocal repertoire through rote song procedure. Students will learn that an ostinato is a pattern that repeats in music. Throughout the unit, students will learn vocal ostinati, as well as tonal and rhythm ostinato patterns to accompany our songs. Students will then end the unit by creating their own ostinato using classroom percussion instruments.					
Primary Interdisciplinary Connections: Social Studies, Language Arts, Math					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will help students learn how harmony changes a piece of music, and reinforce instrument skills such as proper technique, maintaining a steady beat, and accompanying yourself while singing. It also provides students an opportunity to create their own ostinato to assess their understanding of how a harmony or ostinato line compliments a melody.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.2, SEL.PK-12.5, 6.1, 6.3, RL.CI.4.2, 4.OA.C.5
Content Statements:	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Core Idea: An individual's passions, aptitude, and skills can affect his/her employment and earning potential. Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Core Idea: Culture and geography can shape an individual's experiences and perspectives. SEL.PK-12.2: Self-management SEL.PK-12.5: Relationship Skills Core Idea: Historical records are shaped by the society that the creator lived in.

	Reading Domain Core Idea: Generate and analyze patterns.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience responseWhat is an ostinato?
- What does harmony or accompaniment add to music?

- Why are patterns important in music?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- An ostinato is a musical pattern (either tonal or rhythmic) that repeats throughout a song.
- Layering two or more simultaneous sounds creates harmony. This addition adds interest and depth to the music.
- Patterns in our accompaniment help to create order and clarity in music.

Unit Learning Targets:

Students will....

- learn songs in major and minor tonality through rote song procedure
- learn and perform tonal and rhythm ostinati using classroom percussion instruments (pitched and unpitched)
- create their own ostinato and accompany themselves while singing.



Evidence of Learning	
Summative Assessment:	Performance assessment-Creating and performing your own ostinato
Equipment Needed:	Laptop, projector, classroom percussion instruments
Teacher Resources:	Laptop, projector, songs from *Making Music* and *Jump Right In* books

Formative Assessments:

- Group performance assessments
- Individual performance assessments
- Creating an ostinato project

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Tonal Ostinato/Accompaniment	2 days
Lesson 2 Rhythmic Ostinato/Accompaniment	2 days
Lesson 3 Class Arrangement Project	2 days

Teacher Notes: Lessons 1 and 2 may span more than 4 days, as students work with several different songs during a portion of each class.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.bethsnotesplus.com/2012/12/partner-songs-countermelodies.html

https://musiciselementary.com/wp-content/uploads/2018/02/SAMS-NJ-Ostinati-Descants.pdf

https://www.teacherspayteachers.com/Product/Autumn-Halloween-Bundle-Fall-Songs-for-Kids-Instrumental-Arrangements-2851778



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Tonal Ostinato/Accompaniment	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Social Studies

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Perform songs through rote song procedure. • Learn ostinato accompaniment for pitched and unpitched percussion instruments. • Play pitched and unpitched percussion instruments using proper technique. • Sing while performing accompaniment on classroom instruments.	Lesson Sequence 1. Learn songs through rote song procedure 2. Learn tonal ostinato accompaniment through rote song procedure and then apply to instruments. 3. Learn rhythmic ostinato accompaniment through rote song procedure and apply to instruments. 4. Perform songs with voice, and tonal and rhythm accompaniment.	• Performance Assessment • Class Critique • Self-reflection

Differentiation: Tiered activities such as printed music, rote learning, computer software

Resources Provided:

- Making Music Grade 4 text
- Classroom instruments



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Rhythmic Ostinato/Accompaniment	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Social Studies

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Perform songs through rote song procedure. • Learn ostinato accompaniment for pitched and unpitched percussion instruments. • Play pitched and unpitched percussion instruments using proper technique. • Sing while performing accompaniment on classroom instruments.	Lesson Sequence 1. Learn songs through rote song procedure. 2. Learn tonal ostinato accompaniment through rote song procedure and then apply to instruments. 3. Learn rhythmic ostinato accompaniment through rote song procedure and apply to instruments. 4. Perform songs with voice, and tonal and rhythm accompaniment.	• Performance Assessment • Class Critique • Self-reflection

Differentiation: Tiered activities such as printed music, rote learning, computer software

Resources Provided:

- Making Music Grade 4 text
- Classroom instruments



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Class Arrangement Project	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Social Studies

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss the features of an ostinato and how it is a repeating pattern that accompanies a melody. • Learn a song through rote song procedure. • Create an ostinato on unpitched percussion instruments. • Perform their own ostinato while singing a melody.	Lesson Sequence 1. Do Now: What is an ostinato? 2. Learn song through rote song procedure. 3. As a class, students will create their own ostinato using classroom percussion instruments to the song "Stirring Our Brew." Students will then perform their accompaniment with the song, which we will record using GarageBand.	• Performance assessment • Self-reflection

Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level.

Resources Provided:

- Making Music Grade 4 text
- Classroom instruments



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Ostinati/ Accompaniment

Created: Gabriella Camiolo **Board Approved on:**



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Unit Overview Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Stomp

Unit Summary: Students will learn about how recycled materials can be used to create instruments and accompaniment through the story *Ada's Violin* and the percussion group, Stomp. Student will then end the unit by creating their own Stomp percussion rhythm, layering multiple rhythms on top of each other using recycled objects to create their own instruments.

Primary Interdisciplinary Connections: Social Studies, Math, Science

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy

Unit Rationale: This helps build connections between other units, as students are writing and creating their own rhythm ostinati, and choosing the structure and form of their composition. This unit also gives students a wider perspective that everyday objects can be used as instruments and are musical.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK- 12.4, SEL.PK-12.5, 6.1, 4.OA, 4-PS4,

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 5: Selecting, analyzing, and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 8: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Core Idea: There are a variety of factors to consider before starting a business.

Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation

skills.

Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

SEL.PK-12.1: Self-Awareness

	SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. Core Idea: Cultures include traditions, popular beliefs, commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do I identify musical form when listening to a piece of music?
- How is music organized?
- How can I use everyday objects to create music?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musical form can be identified by looking at and listening for patterns in music.
- Music is organized into different sections based on its salient features and repeating patterns.
- Structure in music and the arts creates order and clarity
- Recycled materials and everyday objects such as buckets, containers, basketballs, and kitchen utensils all have a unique sound that can be used to perform rhythmic accompaniment.

Unit Learning Targets:

Students will...

- learn about how recycled materials can be used to create instruments and accompaniment through the story Ada's Violin and the percussion group, Stomp.
- students will then end the unit by creating their own Stomp percussion rhythm, layering multiple rhythms on top of each other using recycled objects to create their own instruments.

Evidence of Learning	
Summative Assessment:	2 days
Equipment Needed:	Stomp Composition Sheet, Recyclable Objects, Drum sticks
Teacher Resources:	Laptop, Stomp Composition Sheet, Powerpoint

Formative Assessments:

- Instrumental performance
- Music Composition Project
- Listening Journal
- Written assessment

Lesson	Time Frame
Lesson 1 Introduction to Stomp	1 day
Lesson 2 Ada's Violin	1 days
Lesson 3 Stomp Rhythm Project	2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.youtube.com/watch?v=fN5T8y8bCJ4&t=678s

https://www.teacherspayteachers.com/Product/STOMP-Composition-Project-3416337

https://drive.google.com/file/d/0B4HXg4vklHjBQWJmajh2MVJia2c/edit



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https://drive.google.com/file/d/0Bx2xExJR4E_ZZ1VpU0QzcXFTdFU/view

Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Introduction to Stomp	Time Frame:	1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Laptop, Youtube/MP3 Files, Powerpoint Presentation

Equipment Needed: Laptop, Youtube/MP3 Files, Powerpoint Presentation

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about a performance group called Stomp. • Students will identify and discuss some of the non traditional instruments and salient features of their music. • Students will learn about the non traditional instruments and learn a Stomp style accompaniment using bucket drumming.	Lesson Sequence 1. Discussion: What is music? Do you have to play in an orchestra or sing in a choir for it to be considered music? 2. Watch Stomp clips (Kitchen objects, Basketballs, Rhythm Wall) 3. Discussion: What is being used as an instrument? How is the music organized? How do they communicate and switch sections? 4. Stomp 2 part accompaniment using bucket drums.	• Graphic organizer • Class discussion • Bucket Drumming Assessment

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)

Resources Provided:

- Laptop

- Bucket Drums

Lesson Plan 2 Template				
Content Area:	Performing Arts	Lesson Title:	Ada's Violin	Time Frame: 1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

X Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Laptop, *Ada's Violin* read aloud (https://www.youtube.com/watch?v=oBJbmj1tlO4) , Youtube Clip (https://www.youtube.com/watch?v=yYbORpgSmjg)

Equipment Needed: Laptop, Youtube Clips, Ada's Violin by Susan Hood

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will read the story, *Ada's Violin*. • Students will discuss and identify some of the reusable and recyclable materials used to create the orchestra. • Students will compare and contrast the children's book with Ada's true story.	Lesson Sequence 1. Teacher will read *Ada's Violin*. 2. Students will discuss and identify some of the reusable and recyclable materials used to create the orchestra. 3. Students will learn about Ada's true story of how they transformed objects in a landfill into an orchestra. 4. Compare and contrast the children's book with Ada's true story. What can we learn from Ada's experiences?	• Class Discussion • Graphic Organizer

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level

Resources Provided:



- Laptop

Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Stomp Rhythm Project	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Powerpoint, Laptop

Equipment Needed: Stomp Composition Worksheet, Reusable objects (Cardboard, plastic containers, cup stacking cups, etc.), small drum sticks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create and notate rhythms in the duple meter. • Select a form/structure for their composition. • Practice and share their rhythmic compositions using reusable objects.	Lesson Sequence 1. Teacher explains project and will do an example as a class. 2. Students break off into riser groups, notate their duple meter rhythms on the graphic organizer. 3. Students will select the form/structure of their piece and what objects they will use to create their rhythms. 4. Students will then practice their rhythms all the way through and then share.	• Graphic organizer • Performance Assessment

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level

Resources Provided:
- Laptop
- Bucket Drums

- Drum sticks

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Stomp

Created: Gabriella Camiolo **Board Approved on:**



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Ukulele

Unit Summary: Students will learn the basics of Ukulele including reading notation, tablature, and chord symbols. Students will accompany simple songs with basic chords and strumming patterns.

Primary Interdisciplinary Connections: Social Studies, Visual Art

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy

Unit Rationale:	The ukulele is a readily accessible instrument for many students. The appeal of the ukulele makes it an excellent teaching tool for teaching elements of music and building music literacy skills. It provides opportunities for students of all ukulele skill levels, from students who have never played to students who study privately to grow their skills.
Career Readiness:	9.2, 9.4

Learning Targets	
Standards:	1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK- 12.4, SEL.PK-12.5, 6.1, 1.5
Content Statements:	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing, and interpreting work. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self- Management SEL.PK-12.4: Responsible Decision-Making

	SEL.PK-12.5: Relationship Skills Core Idea: Historical records are shaped by the society that the creator lived in. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- What does harmony or accompaniment add to music?
- How do I develop a good tone quality on the Ukulele?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Everyone can perform, create, and respond to music in meaningful ways
- Layering two or more simultaneous sounds creates harmony
- Good tone quality is created by correct technique.

Unit Learning Targets:
Students will accompany simple songs; play basic melodies; read common notation used with ukulele

Evidence of Learning

Summative Assessment: 2 days
Equipment Needed: Ukulele, Chord Book, Ukulele Music, Performance Checklist
Teacher Resources: Ukulele, Chord Book, Ukulele Music, Performance Checklist

Formative Assessments:
- Accompanying simple songs in small groups
- Staff Wars and Notation Games-playing notes on the staff, reading musical notation
- Listening Activities
- Playing tests
- Performance Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Ukulele	1 day
Lesson 2 Melodies and C Major Chord	3 days
Lesson 3 Major and Minor Chords (C, F, G, Am)	5 days

Teacher Notes: Students will be able to choose a song from each area to work on at their own pace. Once students perform for the teacher, they can move onto another song of increasing difficulty.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:
https://www.teacherspayteachers.com/Product/Beginner-Ukulele-Powerpoint-848822
https://nafme.org/ukulele-101-beginners-guide-ukulele-elementary-general-music-classroom/
https://ukecandoit.ning.com/ukulele-resources/free-resources
https://ukutabs.com/top-tabs/99-most-popular-ukulele-songs/all-time/
https://www.littlekidsrock.org/educators-free-resources/



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Introduction to Ukulele	Time Frame:	1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Skills, Social Studies

Integration of Technology: Powerpoint, Laptop, Youtube

Equipment Needed: Powerpoint, Laptop, Youtube, Ukulele

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Name and identify parts of the ukulele. • Learn how a sound is made on the ukulele. • Understand how a ukulele is made. • History and cultural background of the ukulele.	Lesson Sequence 1. What do we know about the ukulele? 2. History of ukulele 3. How a ukulele is made and played 4. How to hold the ukulele, strumming, and finger positions.	• Class participation • Graphic Organizer

Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)

Resources Provided:

- Laptop
- Ukulele Method Books
- Ukuleles



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Melodies and C Major Chord	Time Frame:	3 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Skills

Integration of Technology: Powerpoint, Laptop, Youtube

Equipment Needed: Powerpoint, Laptop, Youtube, Ukulele

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read tablature and play simple melodies on the ukulele. • Use proper strumming technique and finger positions. • Read and play melodies in the treble clef.	Lesson Sequence 1. Review concepts from last week (holding, strumming, finger positions, etc.) 2. Introduce tablature and how to read it 3. Using notation to read a simple melody 4. Introduce C Major Chord and finger positions	• Staff Wars-treble clef game • Playing assessments • Self reflection

Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level

Resources Provided:

- Laptop
- Ukuleles
- Ukulele Method Books



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	F Major, G Major, and A Minor Chords	Time Frame:	5 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: 21st Century Skills, Social Studies

Integration of Technology: Powerpoint, Laptop, Youtube

Equipment Needed: Powerpoint, Laptop, Youtube, Ukulele

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Play simple chords. • Play simple accompaniments. • Read chord charts. • Read lead sheets.	Lesson Sequence 1. Introduce chords by rote and then show chord notation. 2. Introduce chord charts and review C Major. 3. Follow lead sheets symbols. 4. Practice accompanying a melody using chords. 5. Practice switching between C and G Major. 6. Learn F Major and A minor. 7. Four Chord songs and lead sheet.	• Performance assessments • Playing tests • Written chord quiz

Differentiation: Tiered Activities such as use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level. Students work at their own pace and choose their own song.

Resources Provided:

- Laptop
- Ukuleles
- Ukulele Method/Chord Books



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Ukulele

Created: Gabriella Camiolo **Board Approved on:**



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Unit Overview Template			
Content Area: Performing Arts	**Grade Level:** 4	**Unit Title:** Keyboard	
Unit Summary: In this unit, students will learn about the keyboard and various instruments in the keyboard family (piano, organ, celeste, and harpsichord). Students will learn to read and play melodies in treble clef on the keyboard, and will also learn how to play chords. Students will work through different level songs throughout the keyboard unit.			
Primary Interdisciplinary Connections: Social Studies, Science			
21st Century Themes ***X*** Creativity and Innovation ***X***Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ***X***Communication and Collaboration ☐ Media Literacy			
Unit Rationale:	The keyboard is a readily accessible instrument for many students. The appeal of the keyboard makes it an excellent teaching tool for teaching elements of music and building music literacy skills. It provides opportunities for students of all keyboard skill levels, from students who have never played to students who study privately, to grow their skills.		
Career Readiness:	9.2, 9.4		

Learning Targets	
Standards:	1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK- 12.4, SEL.PK-12.5, 6.1, 4-PS4
Content Statements:	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5 : Selecting, analyzing, and interpreting work. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. SEL.PK-12.1: Self-Awareness SEL.PK -12.2: Self-Management

	SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Historical records are shaped by the society that the creator lived in. Waves and their Applications in Technologies for Information Transfer
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.

SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- What does harmony or accompaniment add to music?
- How do I become a stronger keyboard player?

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Everyone can perform, create, and respond to music in meaningful ways
- Layering two or more simultaneous sounds creates harmony
- Good tone quality is created by correct technique.

Unit Learning Targets:
Students will accompany simple songs; play basic melodies; read common notation used with keyboard and piano music.

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Keyboards, Headphones/Earbuds, Piano Music

Teacher Resources: Keyboard Performance Assessment Checklist, Packet of Folk Songs for Piano, Bastien Piano Series, Powerpoint

Formative Assessments:

- Listening Activities
- Playing tests
- Class discussions
- Performance Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction Keyboard Family	2 days
Lesson 2 Treble Clef, 5-Note Melodies	3 days
Lesson 3 Treble Clef Melodies	3 days

Teacher Notes: Students will be able to choose a song from each area to work on at their own pace. Once students perform for the teacher, they can move onto another song of increasing difficulty.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.virtualpiano.net

https://www.teacherspayteachers.com/Product/Piano-Starter-Kit-Keyboard-Templates-Aids-and-Worksheets-for-Music-Teachers-2067713

https://www.letsplaykidsmusic.com/free-resources/

http://www.music-for-music-teachers.com/beginner-piano-music.html

https://makingmusicfun.net/htm/printit_piano_sheet_music_index.php



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Introduction Keyboard Family	Time Frame:	2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: Laptop, Youtube/MP3 Files, Powerpoint Presentation

Equipment Needed: Laptop, Youtube/MP3 Files, Powerpoint Presentation

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about keyboard: when it was invented, how it is made, what it looks like on the inside when it is being played. • Listen and identify salient features of instruments in the keyboard family. • Learn and watch how a sound is produced on a piano. • Learn how to read musical notation for the keyboard and understand how to find specific notes on the keyboard.	Lesson Sequence 1. Background knowledge on the keyboard/piano. 2. How a sound is produced on the keyboard. 3. Introduction to playing the keyboard: how to find middle C, identifying notes on the keyboard.	• Listening Activity • Class Participation • Treble Clef and Keyboard Note Identification

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity)

Resources Provided:

- Laptop
- Keyboard



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Lesson Plan 2 Template					
Content Area:	Performing Arts	Lesson Title:	Treble Clef, 5-Note Melodies	Time Frame:	3 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Laptop, Powerpoint Presentation, Projector, Virtual Piano website

Equipment Needed: Laptop, Powerpoint Presentation, Projector (projected music), Keyboards, Headphones/Earbuds, Piano Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the notes and correct finger positions on the keyboard. • Review the lines and spaces on the staff in treble clef. • Practice reading and performing simple melodies in treble clef.	Lesson Sequence 1. Introduction to playing the keyboard: how to find middle C, identifying notes on the keyboard. 2. Review the lines and spaces on the staff in treble clef. 3. Keyboard Partners: select a song and begin working on the keyboards. 4. Performance Assessment: Students will have different level songs they can work through and play for the teacher to move up to the next song.	• Class Participation • Playing Quizzes • Performance Assessment

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level

Resources Provided:

- Keyboards
- Headphones
- Bastien Piano Book Series



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Lesson Plan 3 Template					
Content Area:	Performing Arts	Lesson Title:	Treble Clef Melodies	Time Frame:	4 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Laptop, Powerpoint Presentation, Projector

Equipment Needed: Laptop, Powerpoint Presentation, Projector, Keyboards, Headphones/Earbuds, Piano Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the notes and correct finger positions on the keyboard. • Review the lines and spaces on the staff in treble clef. • Practice reading and performing simple melodies in treble clef. • Perform more challenging treble clef melodies using the 8-note major scale.	Lesson Sequence 1. Review: find middle C, identify notes 2. Introduce major scale and accidentals in notation and on keyboard. 3. Keyboard Partners: select a song and begin working on the keyboards. 4. Performance Assessment: Students will have different level songs they can work through and play for the teacher.	• Class Participation • Playing Quizzes • Performance Assessment

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners (graphic organizers, listening activity) Flexible grouping by skill level

Resources Provided:

- Keyboards
- Headphones
- Bastien Piano Book Series



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Keyboard

Created: Gabriella Camiolo **Board Approved on:**



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Unit Overview Template					
Content Area:	Performing Arts	**Grade Level:**	4	**Unit Title:**	Introduction to GarageBand
Unit Summary: In this unit students will explore and create their own music using the app *GarageBand*. Students will explore the features of the app exploring new instruments and ways to record. Students will explore different musical genres and create their own genre inspired piece, and will also design a product and record a jingle that would fit and advertise their product.					
Primary Interdisciplinary Connections: Social Studies, Math, Language Arts					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy X Information Literacy ☐ Life and Career Skills XCommunication and Collaboration XMedia Literacy					
Unit Rationale:	Through music technology, students have the ability to explore different instruments, salient features of specific genres, and how music and mood are related and can be used to represent a product. Students have the ability to apply their rhythmic and tonal knowledge to compose and record their own original music.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.3A, SEL.PK-12.1, SEL.PK-12.2, SEL.PK- 12.4, SEL.PK-12.5, 6.1, 4.OA, W.AW
Content Statements:	Anchor Standard 1: Conceptualizing and generalizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing, and interpreting work. Anchor Standard 6: Conveying meaning through art. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential Core Idea: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. Core Idea: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

	Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self- Management SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: Historical records are shaped by the society that the creator lived in. Generate and analyze patterns. Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the student's technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems. Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
4.OA.5	Generate a number of shape patterns that follow a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
W.AW.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.



Evidence of Learning	
Summative Assessment:	2 days
Equipment Needed:	iPads with GarageBand, headphones, graphic organizer, audio splitters
Teacher Resources:	Laptop, composition graphic organizer, classroom iPads and headphones

Formative Assessments:

- Composition Projects
- Self-reflection
- Classroom discussion
- Composition Rubrics/Checklists

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Features of GarageBand	1 day
Lesson 2 Musical Genre Project	2 days
Lesson 3 Jingle Project	3 days

Teacher Notes: Time for each project may be extended based on group progress.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://support.apple.com/guide/garageband-ipad/welcome/ipados

https://www.teacherspayteachers.com/Product/Music-Technology-Bundle-7-Mini-Lessons-3117110

http://amymburns.com/ipadsipods



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Lesson Plan 1 Template					
Content Area:	Performing Arts	Lesson Title:	Features of GarageBand	Time Frame:	1 day

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math

Integration of Technology: GarageBand, iPads, Laptop, Powerpoint

Equipment Needed: GarageBand and classroom iPads, teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about the features of GarageBand through a series of questions. • Find and list different instruments they can use in GarageBand. • Students will identify the steps needed to record and create a track. • Students will learn to create, record and save a track of music, using at least 2 different instrument sounds.	Lesson Sequence 1. Teacher will explain the features of GarageBand by displaying a picture of the GarageBand menu and toolbar on the projector. Teacher will explain what each of the buttons on the toolbar does and will label them on the board. 2. Teacher will then pass out a graphic organizer where students will need to answer questions about the features of GarageBand. 3. Teachers will circulate to facilitate any questions or technological problems. 4. The last step will be for students to create and record their own track and save it. Students will have approximately 15-20 minutes to complete this	• Group discussion • Graphic Organizer • iPad Composition and Checklist

	activity. Teacher will then review their responses and will share their iPad compositions.	

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners

Resources Provided:

- GarageBand
- iPads
- Teacher laptop



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Lesson Plan 2 Template				
Content Area:	Performing Arts	Lesson Title:	Musical Genre Project	Time Frame: 2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy

☐ Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Math

Integration of Technology: GarageBand, iPads, Teacher laptop, powerpoint

Equipment Needed: GarageBand, iPads, Teacher laptop, powerpoint, graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about different genres of music and how they are grouped based on salient features. • Select a genre and compose a piece of music replicating that style. • Reflect on their own compositions and share their piece, expressing what style they selected and their features.	Lesson Sequence 1. What is a genre? What are the features of different genres? 2. Background and listening activity with different genres: Jazz, Rock and Roll, Pop, Hip hip, etc. 3. GarageBand review: How to add a new file, select instruments, play/pause/stop/record, save and rename a file. 4. Genre Composition Project: select a genre of music, and compose a piece of music replicating that style. 5. Self-reflection form and composition sharing.	• Graphic organizer • Self-Reflection • Composition Project and Rubric

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners

Resources Provided:

- GarageBand
- iPads
- Teacher laptop



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Lesson Plan 3 Template			
Content Area: Performing Arts	Lesson Title: Jingle Project	Time Frame: 2 days	

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: GarageBand, iPads, Teacher laptop, powerpoint

Equipment Needed: GarageBand, iPads, Teacher laptop, powerpoint, graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Design a product to create a jingle for. Students will design a product, identify its features & why a person may want to buy that product. • Students will create jingle that represents their product using a backing track & vocals on GarageBand. • Students will apply prior knowledge from their HR classrooms about music, author's purpose, ethos, pathos, and logos to advertise their product.	Lesson Sequence 1. What is a jingle? What is its purpose? 2. Explain advertisement projects and show examples. 3. Students will design their own product and slogan via graphic organizer. 4. Students will then design their own GarageBand recording for their advertisement and then their jingle. 5. Students will then share their product ideas and advertisements/jingle.	• Graphic organizer • Self-Reflection • Composition Project and Rubric • iPad GarageBand Project

Differentiation: Tiered Activities such as, use of printed music, rote learning, graphic organizer, and technology. Variety of materials for kinesthetic, audio, and visual learners

Resources Provided:

- GarageBand
- iPads
- Teacher laptop



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Performing Arts **Grade Level:** 4 **Unit Title:** Introduction to GarageBand

Created: Gabriella Camiolo **Board Approved on:**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.